

**Mount Daniel School**

2328 N Oak St, Falls Church, VA 22046

Falls Church City Public Schools**Principal: Mrs. Kathleen Halayko**
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The Commonwealth of Virginia is committed to providing a quality education for all students. The Virginia School Report Card provides transparent information about the performance of Virginia's schools. School accreditation and federal accountability ratings for a specific school year are based on student achievement on tests taken during the previous academic year.

2014 - 2015 Summary of Accountability Results

State Accreditation Status	Federal Accountability	
Fully Accredited	Title I Priority: No	Title I Focus: No

State Accreditation Results for All Students

This table summarizes the data used in calculating the state accreditation status of the school and is reported for the "all students" group.

State Accreditation Results for All Students								
Subject	Accreditation Benchmark	2012 - 2013		2013 - 2014		2014 - 2015		Met Accreditation Benchmark
		1 Year	3 Year	1 Year	3 Year	1 Year	3 Year	
English	75	97	95	89	93	86	89	YES
Mathematics	70	88	94	89	91	87	88	YES
History	70	97	96	95	95	89	93	YES
Science	70	98	98	93	96	86	91	YES
Key: YES = Met objective based on current year results AB = Met objective based on Alternative Benchmark - = No data for group * = Data not yet available 3YR = Met objective based on the 3 year average result NO = Did not meet objective < = A group below state definition for personally identifiable results N/A = Not applicable								

Proficiency Gap Dashboard for Federal Accountability

Under Virginia's approved Elementary and Secondary Education Act waiver application, schools must meet increasing targets — referred to as Annual Measurable Objectives (AMOs) — in reading and mathematics for all students, three "Proficiency Gap Groups," and other subgroups in order to meet federal accountability requirements. Schools have three ways to meet the AMOs: test results from the most recently completed school year, test results based on a three-year average, or by reducing the failure rate by 10 percent. High schools must also meet the federal graduation indicator for all groups. "Proficiency Gaps" report the differences in performance of traditionally underperforming student subgroups as compared with established AMOs. The AMOs vary by Proficiency Gap Group based on performance of students in each group on SOL tests administered in 2013-2014; however, AMOs in reading and mathematics will increase annually until 2017-2018 when the reading objective will be 78 for all groups and the mathematics objective will be 73 percent for all groups.

Proficiency Gap Dashboard for Federal Accountability						
	Reading			Mathematics		
	AMO Target	AMO Result	Met AMO Target	AMO Target	AMO Result	Met AMO Target
All Students	69	87	YES	66	87	YES
Gap Group 1 - Students with Disabilities, English Language Learners, Economically Disadvantaged Students (unduplicated)	59	55	3YR	57	56	3YR
Gap Group 2 - Black Students	57	69	TS	56	75	TS
Gap Group 3 - Hispanic Students	60	67	YES	60	72	YES
Key: YES = Met objective based on the current year result TS = Too small; objective not evaluated due to too few students NO = Did not meet objective - = No data for group N/A = Not applicable 3YR = Met objective based on the 3 year average result R10 = Met objective by reducing failure rate by at least 10 percent < = A group below state definition for personally identifiable results * = Data not yet available						

Detailed student performance data for all subgroups, including state and federal graduation data, are available on subsequent pages.

Federal Annual Measurable Objectives

Under federal requirements, Virginia is required to establish annual measurable objectives (AMOs) for proficiency in reading and mathematics test participation and performance for all subgroups. In addition, schools with a graduating class must meet federal graduation requirements for all subgroups of students. The table below displays whether or not the subgroups represented at the school met federal AMOs. More detailed federal AMO data are available in this report card. **Schools with one or more subgroups not meeting a minimum passing rate target— and not identified as a Title I Priority or Title I Focus school — are required to implement an improvement plan. Title I Priority and Focus schools have additional requirements.**

Federal Annual Measurable Objectives		
Participation	2014-2015	
	Reading	Mathematics
All Students	YES	YES
Gap Group 1 - Students with Disabilities, English Language Learners, Economically Disadvantaged Students (unduplicated)	YES	YES
Gap Group 2 - Black Students	TS	TS
Gap Group 3 - Hispanic Students	YES	YES
Asian	TS	TS
Economically Disadvantaged	YES	YES
Limited English Proficient	TS	TS
Students with Disabilities	YES	YES
White	YES	YES
Performance	2014-2015	
	Reading	Mathematics
All Students	YES-MP	YES-MP
Gap Group 1 - Students with Disabilities, English Language Learners, Economically Disadvantaged Students (unduplicated)	YES-3YR	YES-3YR
Gap Group 2 - Black Students	TS	TS
Gap Group 3 - Hispanic Students	YES-MP	YES-MP
Asian	TS	TS
Economically Disadvantaged	NO	YES-3YR
Limited English Proficient	TS	TS
Students with Disabilities	YES-MP	YES
White	YES-MP	YES-MP
Federal Graduation Indicator (FGI)		2014-2015
All Students		-
Gap Group 1 - Students with Disabilities, English Language Learners, Economically Disadvantaged Students (unduplicated)		-
Gap Group 2 - Black Students		-
Gap Group 3 - Hispanic Students		-
Asian		-
Economically Disadvantaged		-
Limited English Proficient		-
Students with Disabilities		-
White		-
<p>Key: YES = Met objective</p> <p>YES-3YR = Met objective based on the 3 year average result</p> <p>YES-5YR = Met objective with 5-year FGI</p> <p>YES-6YR = Met objective with 6-year FGI</p> <p>YES-R10 = Met objective by reducing failure rate by at least 10 percent</p> <p>YES-MP = Maintain Progress: Current year pass rate equal to prior year's pass rate, or stayed within 5%</p> <p>YES-CI = Continuous Improvement: Met starting pass rate (which exceeds Year 6 pass rate) and made continuous improvement as compared to prior year</p> <p>NO = Did not meet objective</p> <p>TS = Too small, objective not evaluated due to too few students</p> <p>* = Data not yet available</p> <p>- = No data for group</p> <p>N/A = Not applicable</p>		

School - Fall Membership

School membership (enrollment) is reported on September 30 of each school year.

School - Fall Membership			
Grade	2011-2012	2012-2013	2013-2014
PK - Pre-kindergarten	32	34	35
KG - Kindergarten	166	169	200
01 - Grade 1	151	174	182
Total Students	349	377	417
Key: < = A group below state definition for personally identifiable results - = No data for group * = Data not yet available			

Advanced Program Information

The percentage of students enrolled in advanced programs is a key indicator of school quality at the secondary level.

School - Advanced Program Information			
Program type	2011-2012	Count / Percentage	
		2012-2013	2013-2014
	-	-	-
Key: < = A group below state definition for personally identifiable results - = No data for group * = Data not yet available			

Percentage of Students Passing and Tested in English Reading and Mathematics

Only student subgroups represented are listed.

Student Subgroup	Type	2011-2012			2012-2013			2013-2014			
		Passed	Tested	Not Tested	Passed	Tested	Not Tested	Passed	Tested	Not Tested	Current Year AMO
English Performance											
All Students	School	97	100	0	89	100	0	87	100	0	69
	Division	96	100	0	91	99	1	91	100	0	69
	State	89	100	0	75	100	0	74	100	0	69
Female	School	-	-	-	92	100	0	90	100	0	-
	Division	-	-	-	92	100	0	93	100	0	-
	State	91	100	0	77	100	0	78	100	0	-
Male	School	-	-	-	86	100	0	85	100	0	-
	Division	-	-	-	90	99	1	89	100	0	-
	State	87	100	0	72	100	0	71	100	0	-
Black	School	<	<	<	<	<	<	69	100	0	57
	Division	83	100	0	73	93	7	78	100	0	57
	State	80	100	0	59	100	0	59	100	0	57
Hispanic	School	92	100	0	71	100	0	67	100	0	60
	Division	84	100	0	77	99	1	72	100	0	60
	State	84	100	0	65	100	0	65	100	0	60
White	School	99	100	0	92	100	0	93	100	0	75
	Division	98	100	0	94	100	0	95	100	0	75
	State	93	100	0	82	100	0	82	100	0	75
Asian	School	95	100	0	<	<	<	67	100	0	80
	Division	98	100	0	88	100	0	83	100	0	80
	State	95	100	0	87	100	0	87	100	0	80
American Indian	School	-	-	-	<	<	<	<	<	<	-
	Division	-	-	-	<	<	<	<	<	<	-
	State	88	100	0	72	100	0	72	100	0	-
Two or more races	School	-	-	-	92	100	0	93	100	0	-
	Division	-	-	-	96	100	0	96	100	0	-
	State	91	100	0	78	100	0	78	100	0	-
Students with Disabilities	School	85	100	0	50	100	0	52	100	0	42
	Division	80	99	1	66	99	1	67	100	0	42
	State	66	99	1	43	99	1	43	99	1	42
Economically Disadvantaged	School	78	100	0	56	100	0	50	100	0	59
	Division	71	100	0	61	99	1	61	100	0	59
	State	81	100	0	59	100	0	59	100	0	59
Limited English Proficient	School	84	100	0	41	100	0	14	100	0	52
	Division	75	100	0	46	100	0	29	100	0	52
	State	80	100	0	54	100	0	54	100	0	52
Gap Group 1 - Students with Disabilities, English Language Learners, Economically Disadvantaged Students (unduplicated)	School	91	100	0	57	100	0	55	100	0	59
	Division	83	99	1	69	100	0	66	100	0	59
	State	80	100	0	59	100	0	59	100	0	59
Gap Group 2 - Black Students	School	<	<	<	<	<	<	69	100	0	57
	Division	83	100	0	73	93	7	78	100	0	57
	State	80	100	0	59	100	0	59	100	0	57
Gap Group 3 - Hispanic Students	School	92	100	0	71	100	0	67	100	0	60
	Division	84	100	0	77	99	1	72	100	0	60
	State	84	100	0	65	100	0	65	100	0	60
Mathematics Performance											
All Students	School	88	100	0	89	100	0	87	100	0	66
	Division	88	100	0	87	100	0	90	100	0	66
	State	68	99	1	71	99	1	74	99	1	66
Female	School	-	-	-	89	100	0	89	100	0	-
	Division	-	-	-	87	99	1	92	100	0	-
	State	70	100	0	73	100	0	76	100	0	-
Male	School	-	-	-	90	100	0	86	100	0	-
	Division	-	-	-	88	100	0	87	100	0	-

		2011-2012			2012-2013			2013-2014			
	State	67	99	1	70	99	1	72	99	1	-
Black	School	<	<	<	<	<	<	75	100	0	56
	Division	77	100	0	69	100	0	81	100	0	56
	State	52	99	1	55	99	1	60	99	1	56
Hispanic	School	83	100	0	68	100	0	72	100	0	60
	Division	77	100	0	72	99	1	78	99	1	60
	State	61	99	1	64	99	1	67	99	1	60
White	School	89	100	0	92	100	0	90	100	0	70
	Division	89	100	0	90	100	0	92	100	0	70
	State	75	100	0	77	100	0	80	100	0	70
Asian	School	86	100	0	83	100	0	81	100	0	82
	Division	91	100	0	88	100	0	90	100	0	82
	State	87	100	0	88	100	0	90	100	0	82
American Indian	School	-	-	-	<	<	<	<	<	<	-
	Division	-	-	-	<	<	<	<	<	<	-
	State	65	99	1	67	99	1	71	99	1	-
Two or more races	School	-	-	-	96	100	0	95	100	0	-
	Division	-	-	-	92	100	0	90	100	0	-
	State	71	99	1	74	99	1	77	99	1	-
Students with Disabilities	School	60	100	0	52	100	0	49	100	0	49
	Division	59	99	1	59	100	0	63	100	0	49
	State	40	99	1	41	99	1	43	99	1	49
Economically Disadvantaged	School	78	100	0	67	100	0	54	100	0	57
	Division	72	100	0	68	100	0	67	100	0	57
	State	54	99	1	57	99	1	61	99	1	57
Limited English Proficient	School	68	100	0	47	100	0	44	100	0	53
	Division	75	100	0	46	100	0	58	97	3	53
	State	59	99	1	59	99	1	62	99	1	53
Gap Group 1 - Students with Disabilities, English Language Learners, Economically Disadvantaged Students (unduplicated)	School	70	100	0	61	100	0	56	100	0	57
	Division	69	100	0	64	100	0	66	100	0	57
	State	54	99	1	57	99	1	61	99	1	57
Gap Group 2 - Black Students	School	<	<	<	<	<	<	75	100	0	56
	Division	77	100	0	69	100	0	81	100	0	56
	State	52	99	1	55	99	1	60	99	1	56
Gap Group 3 - Hispanic Students	School	83	100	0	68	100	0	72	100	0	60
	Division	77	100	0	72	99	1	78	99	1	60
	State	61	99	1	64	99	1	67	99	1	60
Key: < = A group below state definition for personally identifiable results											
- = No data for group											
* = Data not yet available											

Other Academic Indicators

Only student subgroups represented are listed.

Student Subgroup	Type	2011-2012		2012-2013		2013-2014	
		Passed	Tested	Passed	Tested	Passed	Tested
Writing Performance							
All Students	School	-	-	-	-	84	99
	Division	95	99	87	99	91	99
	State	89	97	76	97	75	97
Female	School	-	-	-	-	86	100
	Division	-	-	87	99	94	98
	State	93	97	81	98	81	98
Male	School	-	-	-	-	83	99
	Division	-	-	88	98	89	99
	State	86	97	71	97	70	97
Black	School	-	-	-	-	<	86
	Division	92	96	71	100	73	96
	State	82	97	61	98	60	97
Hispanic	School	-	-	-	-	23	100
	Division	90	100	73	97	67	96
	State	86	90	70	91	69	91
White	School	-	-	-	-	92	100
	Division	96	99	90	99	95	99
	State	92	99	82	99	81	99
Asian	School	-	-	-	-	<	100
	Division	95	100	81	98	85	98
	State	96	95	89	96	89	96
Two or more races	School	-	-	-	-	<	100
	Division	-	-	95	100	98	100
	State	92	99	79	99	79	99
Students with Disabilities	School	-	-	-	-	35	100
	Division	80	100	49	95	58	100
	State	61	95	41	95	39	95
Gap Group 1 - Students with Disabilities, English Language Learners, Economically Disadvantaged Students (unduplicated)	School	-	-	-	-	35	100
	Division	82	99	50	96	57	96
	State	80	95	59	95	58	95
Gap Group 2 - Black Students	School	-	-	-	-	<	86
	Division	92	96	71	100	73	96
	State	82	97	61	98	60	97
Gap Group 3 - Hispanic Students	School	-	-	-	-	23	100
	Division	90	100	73	97	67	96
	State	86	90	70	91	69	91
History Performance							
All Students	School	97	100	95	100	89	100
	Division	95	100	95	99	93	100
	State	85	99	85	99	84	98
Female	School	-	-	95	99	90	100
	Division	-	-	93	99	93	100
	State	84	99	84	99	84	99
Male	School	-	-	95	100	89	100
	Division	-	-	96	99	94	100
	State	86	99	86	99	85	98
Black	School	<	100	<	100	81	100
	Division	82	100	76	100	85	100
	State	74	99	74	99	73	99
Hispanic	School	92	100	86	100	75	100
	Division	83	100	86	97	83	99
	State	79	95	79	95	78	93
White	School	98	100	96	100	93	100
	Division	97	100	96	100	95	100
	State	90	99	90	99	89	99

Student Subgroup	Type	2011-2012		2012-2013		2013-2014	
		Passed	Tested	Passed	Tested	Passed	Tested
Asian	School	100	100	<	100	74	100
	Division	97	100	98	99	92	99
	State	94	97	94	98	94	97
American Indian	School	-	-	<	100	<	100
	Division	-	-	<	89	<	100
	State	84	99	83	99	83	98
Two or more races	School	-	-	100	100	98	100
	Division	-	-	99	100	98	100
	State	88	99	87	99	87	99
Students with Disabilities	School	85	100	71	100	69	100
	Division	74	100	74	100	76	100
	State	61	98	60	98	58	98
Economically Disadvantaged	School	89	100	74	100	63	100
	Division	69	100	70	99	70	99
	State	74	98	74	98	73	97
Limited English Proficient	School	84	100	76	100	57	100
	Division	73	100	68	91	65	92
	State	75	91	72	89	70	86
Gap Group 1 - Students with Disabilities, English Language Learners, Economically Disadvantaged Students (unduplicated)	School	91	100	81	100	72	100
	Division	78	100	79	98	78	99
	State	74	98	74	97	73	97
Gap Group 2 - Black Students	School	<	100	<	100	81	100
	Division	82	100	76	100	85	100
	State	74	99	74	99	73	99
Gap Group 3 - Hispanic Students	School	92	100	86	100	75	100
	Division	83	100	86	97	83	99
	State	79	95	79	95	78	93
Science Performance							
All Students	School	98	100	93	100	86	100
	Division	97	100	93	99	91	100
	State	91	99	81	99	80	98
Female	School	-	-	95	100	86	100
	Division	-	-	92	99	91	100
	State	91	99	80	99	80	99
Male	School	-	-	93	100	86	100
	Division	-	-	94	100	90	100
	State	91	99	81	99	80	98
Black	School	<	100	<	100	58	100
	Division	95	100	76	100	73	100
	State	82	99	65	99	64	99
Hispanic	School	<	100	84	100	60	100
	Division	89	100	80	99	70	100
	State	85	95	71	95	70	93
White	School	100	100	96	100	91	100
	Division	99	100	96	99	95	100
	State	95	100	88	99	87	99
Asian	School	<	100	<	100	75	100
	Division	95	100	95	100	86	100
	State	95	98	90	98	91	97
American Indian	School	-	-	<	100	<	100
	Division	-	-	<	100	<	100
	State	91	99	78	98	81	97
Two or more races	School	-	-	100	100	96	100
	Division	-	-	97	100	96	100
	State	93	99	85	99	83	99
Students with Disabilities	School	82	100	65	100	65	100
	Division	86	100	69	99	69	100
	State	70	98	51	98	51	97
Economically Disadvantaged	School	82	100	63	100	48	100

Student Subgroup	Type	2011-2012		2012-2013		2013-2014	
		Passed	Tested	Passed	Tested	Passed	Tested
Limited English Proficient	Division	86	100	66	100	60	100
	State	83	98	67	97	66	97
	School	<	100	73	100	25	100
Gap Group 1 - Students with Disabilities, English Language Learners, Economically Disadvantaged Students (unduplicated)	Division	76	100	53	100	27	100
	State	79	91	61	90	59	87
	School	90	100	76	100	59	100
Gap Group 2 - Black Students	Division	89	100	73	99	67	100
	State	83	98	67	97	66	97
	School	<	100	<	100	58	100
Gap Group 3 - Hispanic Students	Division	95	100	76	100	73	100
	State	82	99	65	99	64	99
	School	<	100	84	100	60	100
	Division	89	100	80	99	70	100
	State	85	95	71	95	70	93
Key: < = A group below state definition for personally identifiable results - = No data for group * = Data not yet available							

Non-Assessment-Based Other Academic Indicators

NCLB requires schools, school divisions and states to make progress in additional areas, such as science, history, writing, attendance and graduation. **Only student subgroups represented are listed.**

Other Academic Indicators				
Student Subgroup	Type	2011-2012 Percentage	2012-2013 Percentage	2013-2014 Percentage
Attendance Rate				
All Students	School	96	95	97
	Division	97	96	97
	State	96	95	96
Black	School	98	<	98
	Division	97	97	97
	State	95	95	96
Hispanic	School	96	94	96
	Division	96	96	96
	State	95	95	95
White	School	96	96	97
	Division	97	96	97
	State	96	95	96
Asian	School	95	95	96
	Division	97	97	98
	State	97	97	97
Students with Disabilities	School	95	94	96
	Division	96	96	96
	State	94	94	94
Economically Disadvantaged	School	95	92	96
	Division	96	95	96
	State	95	94	95
Limited English Proficient	School	96	93	96
	Division	97	96	97
	State	96	95	96
Gap Group 1 - Students with Disabilities, English Language Learners, Economically Disadvantaged Students (unduplicated)	School	-	93	96
	Division	-	96	97
	State	-	94	95
Notes:				
Attendance Rate: average daily attendance percentage				
Key: < = A group below state definition for personally identifiable results				
- = No data for group				
* = Data not yet available				

Assessment Results at each Proficiency Level by Subgroup

The Virginia Assessment Program includes Standards of Learning (SOL) tests and other statewide assessments in English, history/social science, mathematics, and science. The tables below provide information for the three most recent years on the achievement of students on these tests, including percentages of students who demonstrate proficiency and advanced proficiency. Annual accountability ratings are based on achievement during the previous academic year or combined achievement from the three most recent years. **Only student subgroups represented are listed.**

Assessment Results at each Proficiency Level by Subgroup													
Student Subgroup	Type	2011-2012				2012-2013				2013-2014			
		Adv	Prof	Pass	Fail	Adv	Prof	Pass	Fail	Adv	Prof	Pass	Fail
Key: < = A group below state definition for personally identifiable results													
- = No data for group													
* = Data not yet available													

Career and Technical Education

Secondary schools report the number of credentials earned by students for passing occupational competency assessments recognized by the National Occupational Competency Testing Institute (NOCTI), state licensure examinations, industry certification examinations, and workplace readiness skills assessments. Prior to 2010-2011, workplace readiness skills assessments were included in the Industry Certification category, but now are reported separately.

Career and Technical Education				
	Type	2011-2012	Count 2012-2013	2013-2014
NOCTI Assessments	School	*	*	*
	Division	0	0	0
	State	4250	4577	5024
State Licensures	School	*	*	*
	Division	0	0	0
	State	707	673	905
Industry Certification	School	*	*	*
	Division	0	0	0
	State	32582	39658	69321
Workplace Readiness	School	*	*	*
	Division	0	4	16
	State	13653	22127	28349
Total Credentials Earned	School	*	*	*
	Division	0	4	16
	State	51192	67035	103599
Students Earning One or More Credentials	School	*	*	*
	Division	0	4	16
	State	42218	56904	86257
CTE Completers	School	*	*	*
	Division	10	29	29
	State	41677	40761	41924
Key: < = A group below state definition for personally identifiable results - = No data for group * = Data not yet available				

Percentage of Core Academic Classes Taught by Teachers Not Meeting the Federal

Definition of Highly Qualified

Virginia recognizes the importance of teacher quality in raising student achievement. This table provides the percentage of core academic classes taught by teachers teaching outside of their area of endorsement.

Percentage of Core Academic Classes Taught by Teachers Not Meeting the Federal Definition of Highly Qualified			
School type	2011-2012	2012-2013	2013-2014
School			
This school	0	0	0
Division			
All Schools	0	3	0
Low Poverty	0	3	1
State			
All Schools	2	1	1
High Poverty	3	2	2
Low Poverty	1	1	1
Notes: - High poverty means schools in the top quartile of poverty in the state. - Low poverty means schools in the bottom quartile of poverty in the state. - NCLB defines core academic subjects as: English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, art, history and geography.			
Key: < = A group below state definition for personally identifiable results - = No data for group * = Data not yet available			

Provisionally Licensed Teachers

This table reports the percentage of teachers teaching with provisional or provisional special education credentials.

Provisionally Licensed Teachers			
Credential type	2011-2012	2012-2013	2013-2014
School			
Provisional	10	6	10
Provisional Special Education	0	0	0
Division			
Provisional	5	5	5
Provisional Special Education	1	1	1
State			
Provisional	4	5	5
Provisional Special Education	1	1	1
Key: < = A group below state definition for personally identifiable results - = No data for group * = Data not yet available			

Teacher Education Attainment

This table reports the percentage of teachers with bachelor's, master's, or doctorate degrees by highest degree earned.

Teacher Education Attainment			
Degree type	2011-2012	2012-2013	2013-2014
School			
Bachelor's Degree	30	35	34
Master's Degree	70	65	66
Doctoral Degree	0	0	0
Division			
Bachelor's Degree	23	20	23
Master's Degree	75	77	74
Doctoral Degree	2	2	2
State			
Bachelor's Degree	41	41	41
Master's Degree	57	57	56
Doctoral Degree	1	1	1
Key: < = A group below state definition for personally identifiable results - = No data for group * = Data not yet available			

School - School Safety

Virginia's accreditation standards require school report cards to include information about school safety. The Offense Categories that are listed are the same as the offense categories defined in the Safe Schools Information Resource (SSIR) available on the VDOE Web site.

School - School Safety			
Offense Category	2011-2012	2012-2013	2013-2014
Weapons Offenses	<	<	<
Offenses Against Student	<	<	<
Offenses Against Staff	<	<	<
Other Offenses Against Persons	<	<	<
Alcohol, Tobacco, and Other Drug Offenses	<	<	<
Property Offenses	<	<	<
Disorderly or Disruptive Behavior Offenses	<	<	<
Technology Offenses	<	<	<
All Other Offenses	<	<	<
Key: < = A group below state definition for personally identifiable results - = No data for group * = Data not yet available			